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THE GOALS OF SOCIAL STUDIES

Social Studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Social understanding includes knowledge of the human condition, how it has changed over time, the variations that occur in different physical environments and cultural settings, and the emerging trends that appear likely to shape the future in an interdependent world. Civic efficacy is the readiness and willingness to assume responsibilities of citizenship, knowing how, when, and where to make informed and reasoned decisions for the public good in a pluralistic, democratic society.

INTRODUCTION, PURPOSE OF THE REVISION, AND REVIEW PROCESS

The Michigan Department of Education (MDE) has conducted a review and update of Michigan's Content Standards for K-12 Social Studies. The purpose of this review was to update the existing standards that were adopted in 2006 by the Michigan Board of Education.

The charge given to the review teams was to use the College, Career and Civic Life (C3) Framework for State Standards developed by the National Council for the Social Studies to update Michigan's Social Studies K-12 Content Standards. The C3 was to be used as a lens to review, confirm, or revise Michigan Social Studies Content Standards so that they are fewer, clearer, and higher. In addition, the review teams were charged to incorporate issues of civil rights along with other modifications suggested based on close to a decade's worth of experience using the 2006 Michigan Content Standards. This document is divided into two sections including K-8 and High School.

Students should be prepared to gather Information, think and communicate critically understand information, learn and consider issues collaboratively, analyze issues, learn independently, draw and justify conclusions, create knowledge, organize and communicate information, and act ethically.

ALIGNMENT TO THE COLLEGE, CAREER AND CIVIC LIFE (C3) AND MICHIGAN CONTENT STANDARDS

The C-3 framework has been developed by the National Council for the Social Studies in conjunction with major disciplinary organizations and 28 states. The purpose of the document is to provide guidance for reviewing and updating state social studies standards.

The C-3 framework organized around an "Arc of Inquiry" consisting of four dimensions. The four dimensions are:

Dimension 1: Developing questions and planning inquiries

Dimension 2: Applying disciplinary concepts and tools

Dimension 3: Evaluating Sources and Using Evidence

Dimension 4: Communicating conclusions and taking informed action.

The C-3 framework reinforces the idea that the development of critical thinking skills are at the heart of the social studies. The C-3 Framework was most helpful in suggesting how Michigan's Process skills could be better integrated into the Michigan Social Studies Framework.

In Michigan, disciplinary concepts and tools are integrated into the GLCEs and HSCs. The other three dimensions are represented in Michigan's Process Standards, which are organized into four groups.

Process Standards Group 1: Reading and Communication.

Process Standards Group 2: Inquiry, Research, and Analysis

Process Standards Group 3: Public Discourse and Decision Making

Process Standards Group 4: Citizen Involvement

Michigan's Process Standards correspond well with the C-3 Arc of Inquiry and include a strong emphasis on continuing to develop reading, information processing, and communication skills consistent with English Language Arts and Mathematics Content Standards.

Process standards are developed at some level in all social studies classes. Grade level appropriate sets of standards are included for grades K-4, 5-8, and high school.

The task of aligning the curriculum is integrating the Process Standards with the Content Standards to meet the unique needs of students and make the best use of teachers while still helping every student learn basic content and skills.

Welcome to Michigan's Grade Level Content Expectations for Social Studies

The purpose of social studies instruction is to develop social understanding and civic efficacy. The Grade Level Content Expectations (GLCE) balance disciplinary content and processes and skills that contribute to responsible citizenship and form a foundation for high school social studies coursework.

The disciplinary knowledge found in this document can be used by students to construct meaning through understanding of powerful ideas drawn from the disciplines of history, geography, civics and government, and economics. These ideas can be best supported by assessment and instruction that focuses on the Standards for Assessment and the Standards for Teaching and Learning found in the Michigan Curriculum Framework.

Effective social studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement.

- acquiring, organizing, and presenting social studies information
- conducting investigations on social studies questions
- analyzing public issues in our various communities
- engaging in constructive conversation around social studies topics
- composing cohesive essays expressing a position on public issues
- participating constructively as community members

THE K-8 SOCIAL STUDIES GLCE WERE DEVELOPED TO MEET THE FOLLOWING CRITERIA:

Rigor

- challenging enough to equip students to succeed at the next grade level
- represent the essential core content of a discipline its key concepts and how they relate to each other

Clarity

- more than just plain and jargon-free prose
- widely understood and accepted by teachers, parents, school boards, and others who have a stake in the
 quality of schooling
- provide guidance for university faculties who will prepare teachers to convey the expectations, and who
 later receive those teachers' students

Specificity

- enough detail to guide districts in developing curricula and teachers in planning instruction
- address available time for instruction

Focus

• prioritize facts, concepts, and skills that should be emphasized at each grade level

Progression

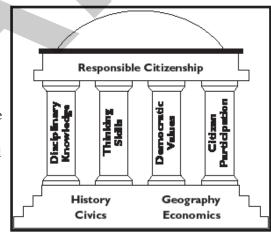
- move from simple to complex, from concrete to abstract
- delineate a progression of knowledge and skills, rather than repetition from grade to grade

Coherence

- reflect a coherent structure of the discipline and/or reveal significant relationships among the strands, and how the study of one complements the study of another
- represent a "back-mapping" from the high school expectations to a progression of benchmarks that middle and elementary school students would need to reach in order to be "on track" for success in college and work

ACTIVE RESPONSIBLE CITIZENS

Our constitutional democracy requires active citizens. Responsible citizenship requires students to participate actively while learning in the classroom. Instruction should provide activities that actively engage students so that they simultaneously learn about civic participation while involved in the civic life of their communities, our state, and our nation. The social studies curriculum prepares students to participate in political activities, to serve their communities, and to regulate themselves responsibly.



The Responsible Citizen

- Uses knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform his/her civic judgments (Historical Perspective)
- Uses knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them (Geographic Perspective)
- Uses knowledge of American government and politics to make decisions about governing his/her community (Civic Perspective)
- Uses knowledge of the production, distribution and consumption of goods and services to make personal, career and societal decisions about the use of scarce resources (Economic Perspective)
- Uses methods of social science investigation to answer questions about society (Inquiry)
- Knows how, when, and where to construct and express reasoned positions on public issues (Public Discourse and Decision Making)
- Acts constructively to further the public good (Citizen Involvement)

Understanding the Organizational Structure

The Grade Level Content Expectations for Grades K-8 and the High School Content Expectations for Social Studies are organized by discipline and standard using national standards structures as indicated in the chart below.

		K-12 Organizational C	hart	
His	tory	Geography	Civics/Government	Economics
	Standards for al Thinking	National Geography Standards	National Civics Standards	National Economics Standards (NAEP Categories)
Historica H1 The World in Tempor Historical Habits of 1.1 Temporal Thinl 1.2 Historical Anal 1.3 Historical Inque 1.4 Historical Inque 1.5 Historical Issue Making Themes Representing N H2 Living and Working Communities, Now a H3 The History of Michi Lakes Region H4 The History of the U H5 The History of Peopl Cultures Around the Eras Representing Nat Global Analysis of World History Eras 1-8 from two pespectives	al Thinking oral Terms: Mind king ysis and Interpretation iry erstanding es-Analysis and Decision Vational Standards (K-4) Together in Families and and Long Ago igan and the Great nited States es from Many		Standards C1 Conceptual Foundations of Civic and Political Life 1.1 Nature of Civic Life 1.2 Forms of Government C2 Values and Principles of American Democracy 2.1 Origins 2.2 Foundational Values and Principles C3 Structure and Functions of Government 3.1 Structure and Functions 3.2 Powers and Limits 3.3 State and Local Governments 3.4 System of Law and Laws 3.5 The Policy Process 3.6 Characteristics of Nation States C4 Relationship of the United States to Other Nations and World Affairs 4.1 U.S. Foreign Policy 4.2 International Institutions and Affairs 4.3 Conflict and Cooperation Between and Among Nations C5 Citizenship in the United States 5.1 The Meaning of Citizenship 5.2 Becoming a Citizen 5.3 Rights 5.4 Responsibilities 5.5 Dispositions C6 Citizenship in Action 6.1 Civic Inquiry and Public Discourse (P3) 6.2 Participating in Civic	
Global Age W6 An Age of Global Revolutions W7 Global Crisis and Achievement	U8 Post-World War II United States U9 America in a New Global Age		C6 Citizenship in Action 6.1 Civic Inquiry and Public Discourse (P3)	

Social Studies Knowledge, Processes, and Skills

- P1 Reading and Communication [read and analyze graphs, maps and text, interpret primary and secondary sources, communicate effectively, use evidence]
- P2 Inquiry Research and Analysis [ask questions, conduct investigations, find and interpret and evaluate information, analyze issues]
- P3 Public Discourse and Decision Making [identifying and analyze public issues, public discourse, considering different perspectives and applying core democratic values, argumentation]
- P4 Citizen Involvement [rule of law, assess options and plan activities, evaluate effectiveness]

Understanding Social Studies GLCE Coding

Each Social Studies GLCE is made up of four parts: the grade, the standard category, the standard, and the expectation.

$$6 - E 2 \cdot 3 \cdot 1$$

Grade Standard Category Standard Expectation

K-4 Expectations are organized by discipline and standard category, standard, and expectation.

Kindergarten Example K – G1.0.2 = Kindergarten, 1st Geography Standard Category, 2nd Expectation

4th Grade Example 4 - C5.0.3 = Grade 4, 5th Civics Standard Category, 3rd Expectation

(The "0" is used as a place holder and indicates that K-4 expectations are organized using the standards categories, and do not use the standard codes listed in the K-12 organizational chart.)

5th and 8th Grades focus on an integrated study of United States History. The expectations are organized by U.S. History and Geography (USHG) Era. The code indicates the era, the standard, and the expectation.

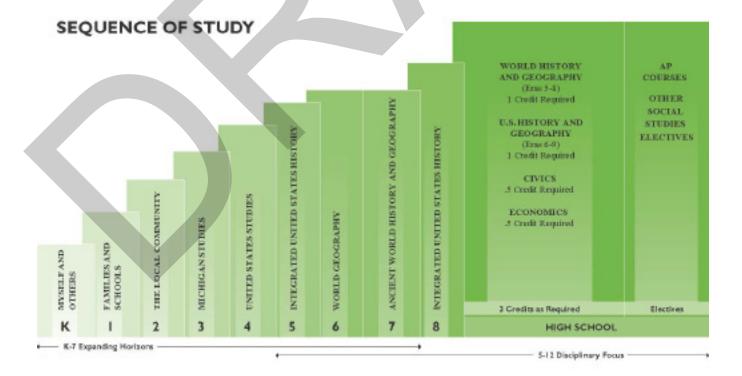
5th Grade Example 5 – U3.2.1 = Grade 5, 3rd USHG Era, 2nd Standard, 1st Expectation

6th and 7th Grades focus on an integrated study of the world. The expectations are organized by discipline and standard category (or World History and Geography (WHG) Era), standard, and expectation.

6th Grade Example 6 – G4.4.1 = Grade 6, 4th Geography Standard Category, 4th Standard, 1st Expectation

7th Grade Example 7 - W2.1.5 = Grade 7, 2nd WHG Era, 1st Standard, 5th Expectation

A parenthesis at the end of an expectation presents a reference to the National Geography Standards or the civics, economics, or history standards that are used in the document (C1, E3, etc., as listed on page 6). The references indicate integration of the content.



Using the K-8 Social Studies GLCE

Using the K-8 Social Studies GLCE: Things to Remember

Several considerations are important as teachers use the Grade Level Content Expectations to plan instruction.

- Integrate acquisition of content (in the GLCEs) with process and skill development. Development of basic skills interpreting text, data, graphs and maps in elementary and middle schools are important for success in high school. Development of basic citizenship and discussion skills, while never tested on state exams, are none the less critical for success in and out of high school.
- Active social studies inquiry is essential. The Arc of Inquiry from College, Career, and Civic Life (C3) is a description of a process which helps students develop the kind of reasoned and informed decision making needed for active participation in American Society. Using the arc of Inquiry begins with the development of compelling questions. Exemplars for the use of compelling questions will be included in the instructional material being developed to accompany the revised standards.
- GLCEs are content guides, not curriculum organizers. GLCEs do not specify lessons, units, or a curriculum sequence. World Geography can be taught regionally or thematically. History can be taught past to present, or present to past. One teacher may develop a community activity at the beginning of the year to help develop a sense of purpose, and another might wait until year's end as part of a capstone project.
- GLCEs differentiate between required and suggested content. Content in parentheses with an e.g. are intended as examples to clarify and are not required content. In addition, many e.g.s and bulleted points in the previous standards have been moved to appendices. These might be used in the prompt of an assessment question, but will not be the focus of a question.

K- 4 Overview

K-4 Grade-Specific Contexts				
Kindergarten	Myself and Others	Using a familiar context for five and six year olds, kindergartners learn about the social studies disciplines (history, geography, civics and government, and economics) through the lens of "Myself and Others."		
First	Families and Schools	Students continue to explore the social studies disciplines of history, geography, civics and government, and economics through an integrated approach using the context of school and families. This is the students' first introduction to social institutions.		
Second	The Local Community	Students continue the integrative approach to social studies through the context the local community. Students are introduced to a social environment larger their immediate surroundings.		
Third	Michigan Studies	Students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies.		
Fourth	United States Studies	Using the context of the United States, fourth grade students learn significant social studies concepts within an increasingly complex social environment. They examine fundamental concepts in geography, civics and government, and economics organized by topic, region, or issue.		

K-4 Social Studies Overview Chart				
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making, and Citizen Involvement
Living and Working Together Use historical thinking to understand the past in the local community. Michigan History Use historical thinking to understand the past in Michigan.	The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective. Places and Regions Understand how regions are created from common physical and human characteristics. Human Systems Understand how human activities help shape the Earth's surface. Environment and Society Understand the effects of human-environment interactions.		Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy. National Economy Use fundamental principles and concepts of economics to understand economic activity in the United States. International Economy Use fundamental principles and concepts of economics to understand economy use fundamental principles and concepts of economics to understand economic activity in the global economy.	Decision Making, and Citizen
		demonstrate their responsibilities by participating in government.		

Social Studies Process and Skills: Grades K-4

P1 Reading and Communication – read and communicate effectively.

- P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps and texts.
- **P1.2** Differentiate between primary and secondary documents.
- P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
- **P1.4** Identify point of view and bias.

P2 Inquiry, Research, and Analysis

- **P2.1** Use compelling and supporting questions to investigate social studies problems.
- **P2.2** Differentiate between compelling questions and supporting questions.
- **P2.3** Use supporting questions to help answer compelling social studies questions.
- **P2.4** Know how to find relevant evidence from a variety of sources.
- P2.5 Use data presented in social science tables, graphs, graphics, maps and texts to answer compelling and supporting questions.

P3 Public Discourse and Decision Making

- **P3.1** State an issue as a question of public policy and discuss possible solutions from different perspectives.
- P3.2 Apply core democratic values or constitutional principles to support a position on an issue.
- P3.3 Construct an arguments and justify a decisions supported with evidence.
- P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.

P4 Citizen Involvement

- **P4.1** Act out of the rule of law and hold others to the same standard.
- P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.
- P4.3 Explain different strategies students and others could take to address problems and predict possible
- **P4.4** Use democratic procedures to make decisions on civic issues in the school or classroom.

HISTORY

H2 Living and Working Together

Use historical thinking to understand the past.

- K H2.0.1 Distinguish among the past, present, and future.
- K H2.0.2 Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).
- K H2.0.3 Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).

GEOGRAPHY

G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

- K G1.0.1 Recognize that maps and globes represent places.
- K G1.0.2 Use directions or positional words (*e.g.*, *up/down*, *in/out*, *above/below*) to identify significant locations in the classroom.

G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

K – G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).

G5 Environment and Society

Understand the effects of human-environment interactions.

K – G5.0.1 Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).

CIVICS AND GOVERNMENT

C1 Purposes of Government

Explain why people create governments.

K – C1.0.1 Identify and explain reasons for rules at home and in school (e.g., provide order, maintain safety).

C2 Values and Principles of American Democracy

Understand values and principles of American constitutional democracy.

- K C2.0.1 Identify our country's flag and describe its importance as a symbol of the United States.
- K C2.0.2 Describe fair ways for groups to make decisions.

C5 Role of the Citizen in American Democracy

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.

K – C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility (*e.g.*, *caring for a pet, completing chores, following school rules, working in a group, taking turns*).

ECONOMICS

E1 Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

- K E1.0.1 Describe economic wants they have experienced.
- K E1.0.2 Distinguish between goods and services.
- K E1.0.3 Recognize situations in which people trade.

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

P3.1 **Identifying and Analyzing Public Issues**

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- K P3.1.1 Identify ckassroom issues.
- K P3.1.2Use simple graphs to explain information about a classroom issue.
- Compare their viewpoint about a classroom issue with the viewpoint of another person. K - P3.1.3

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

K - P3.3.1Express a position on a classroom issue.

Citizen Involvement P4.2

Act constructively to further the public good.

- Develop and implement an action plan to address or inform others about a public issue. K - P4.2.1
- K P4.2.2Participate in projects to help or inform others.



HISTORY

H2 Living and Working Together in Families and Schools

Use historical thinking to understand the past.

- 1 H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.
- 1 H2.0.2 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.
- 1 H2.0.3 Retell in sequence important ideas and details from stories about families or schools.
- 1 H2.0.4 Use historical sources (*e.g.*, *photos*, *diaries*, *oral histories*, *artifacts and videos*) to draw possible conclusions about family or school life in the past.
- 1 H2.0.5 Compare life today with life in the past using the criteria of family, school, jobs, or communication.
- 1 H2.0.6 Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).

GEOGRAPHY

G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

- 1 G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.
- 1 G1.0.2 Describe places using absolute location (e.g., home address) or relative location (e.g., left, right, front, back, next to, near).
- 1 G1.0.3 Distinguish between landmasses (continents) and bodies of water (oceans) using maps and globes.

G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

- 1 G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.
- 1 G2.0.2 Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).

G4 Human Systems

Understand how human activities help shape the Earth's surface.

1 – G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.

G5 Environment and Society

Understand the effects of human-environment interactions.

- 1 G5.0.1 Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).
- 1 G5.0.2 Describe ways in which the physical environment in a place or region (e.g., weather, terrain, etc.) affects people's lives.

CIVICS AND GOVERNMENT

C1 Purposes of Government

Explain why people create governments.

- 1 C1.0.1 Explain the need for, and purposes of, rules (e.g., to promote fairness, ensure the common good, maintain safety).
- 1 C1.0.2 Give examples of the use of power with authority (e.g., principal, teacher or bus driver enforcing school rules) and power without authority (e.g., types of bullying, taking cuts in line) in school.

C2 Values and Principles of American Democracy

Understand values and principles of American constitutional democracy.

- 1 C2.0.1 Explain fair ways to make decisions and resolve conflicts in the school community.
- 1 C2.0.2 Identify and explain how important symbols of the United States of America represent core democratic values.

C5 Roles of the Citizen in American Democracy

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.

- 1 C5.0.1 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).
- 1 C5.0.2 Describe situations in which people act as good citizens and explain how those actions demonstrate core democratic values.

ECONOMICS

E1 Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

- 1 E1.0.1 Distinguish between producers and consumers of goods and services.
- 1 E1.0.2 Describe ways in which families consume goods and services.
- 1 E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
- 1 E1.0.4 Describe reasons why people voluntarily trade.
- 1 E1.0.5 Describe ways in which people earn money (e.g., providing goods and services to others, jobs).
- 1 E1.0.6 Describe how money simplifies trade.

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- 1 P3.1.1 Identify public issues in the school community.
- 1 P3.1.2 Use graphic data to analyze information about a public issue in the school community.
- 1 P3.1.3 Identify alternative resolutions to a public issue in the school community.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

1 – P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasoned argument.

P4.2 Citizen Involvement

Communicate a reasoned position on a public issue.

- 1 P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- 1 P4.2.2 Participate in projects to help or inform others.

HISTORY

H2 Living and Working Together in Communities

Use historical thinking to understand the past.

- 2 H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
- 2 H2.0.2 Use different descriptions of the same event in a community and explain how and why they are different.
- 2 H2.0.3 Explain how individuals and groups have made a significant historical change.
- 2 H2.0.4 Describe changes in the local community over time (e.g., types of businesses, architecture, land use, jobs, transportation, technology, population).
- 2 H2.0.5 Describe how community members responded to a problem in the past.
- 2 H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).

GEOGRAPHY

G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

- 2 G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.
- 2 G1.0.2 Use maps to describe the spatial organization of the local community by applying the concepts including relative location, and using distance, direction, symbols, and the key or legend.
- 2 G1.0.3 Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state.

G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

- 2 G2.0.1 Compare the physical and human characteristics of the local community with those of another community.
- 2 G2.0.2 Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).

G4 Human Systems

Understand how human activities help shape the Earth's surface.

- 2 G4.0.1 Describe land use in the community (e.g., where people live, where services are provided, where products are made).
- 2 G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.
- 2 G4.0.3 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.

G5 Environment and Society

Understand the effects of human-environment interactions.

- 2 G5.0.1 Suggest ways people can responsibly interact with the environment in the local community.
- 2 G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.

CIVICS AND GOVERNMENT

C1 Purposes of Government

Explain why people create governments.

- 2 C1.0.1 Explain why people form governments.
- 2 C1.0.2 Distinguish between government action and private action.

C2 Values and Principles of American Democracy

Understand values and principles of American constitutional democracy.

- 2 C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.
- 2 C2.0.2 Describe how the Pledge of Allegiance reflects core democratic values (e.g., patriotism, justice, common good, etc.)

C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions to serve citizens.

- 2 C3.0.1 Give examples of how local governments make, enforce and interpret laws in the local community.
- 2 C3.0.2 Use examples to describe how local government affects the lives of its citizens.
- 2 C3.0.3 Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).

C5 Roles of the Citizen in American Democracy

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.

- 2 C5.0.1 Identify ways citizens participate in community decisions.
- 2 C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.
- 2 C5.0.3 Design and participate in community improvement projects that help or inform others.

ECONOMICS

E1 Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

- 2 E1.0.1 Identify the opportunity cost involved in a consumer decision.
- 2 E1.0.2 Describe how businesses in the local community meet economic wants of consumers.
- 2 E1.0.3 Describe the natural, human, and capital resources needed for production of a good or service in a community.
- 2 E1.0.4 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence).
- 2 E1.0.5 Identify the benefits and costs of making various personal decisions.

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

Identifying and Analyzing Public Issues P3.1

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- 2 P3.1.1 Identify public issues in the local community that influence the daily lives of its citizens.
- 2 P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.
- Give examples of how conflicts over core democratic values lead people to differ on resolutions to 2 - P3.1.3a public policy issue in the local community.

Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

2 - P3.3.1Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.

Citizen Involvement P4.2

Act constructively to further the public good.

- Develop and implement an action plan to address or inform others about a public issue. 2 - P4.2.1
- 2 P4.2.2Participate in projects to help or inform others.



HISTORY

H3 History of Michigan (Through Statehood)

Use historical thinking to understand the past.

3 – H3.0.1	Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)
3 – H3.0.2	Explain how historians use primary and secondary sources to answer questions about the past.
3 – H3.0.3	Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).
3 – H3.0.4	Draw upon traditional stories and/or teachings of American Indians (e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.
3 – H3.0.5	Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.
3 – H3.0.6	Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan (e.g., trade, treaties).
3 – H3.0.7	Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).
3 - H3.0.8	Use case studies or stories to describe how the ideas or actions of individuals affected the history of

Create a timeline to sequence and describe major eras and events in Michigan history.

3 – H3.0.9 3 – H3.0.10 Michigan.

GEOGRAPHY

G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

- 3 G1.0.1 Use cardinal directions (*north*, *south east west*) scale, and key or legend to describe the relative location and characteristics of major places in the immediate environment.
- 3 G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.
- 3 G1.0.3 Use maps and cardinal directions to describe Michigan's location in the United States and in North America.

G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

Describe how Michigan attained statehood.

- 3 G2.0.1 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.
- 3 G2.0.2 Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).

G4 Human Systems

Understand how human activities help shape the Earth's surface.

- 3 G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture (*e.g.*, *corn*, *cherries*, *dairy*), manufacturing (*e.g.*, *automobiles*, *wood products*), services and tourism, research and development (*e.g.*, *Automation Alley*, *life sciences corridor*, *university communities*), and explain the factors influencing the location of these economic activities. (E)
- 3 G4.0.2 Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)
- 3 G4.0.3 Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements. (E)
- 3 G4.0.4 Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.

G5 Environment and Society

Understand the effects of human-environment interactions.

- 3 G5.0.1 Locate natural resources in Michigan and explain the consequences of their use.
- 3 G5.0.2 Describe how people adapt to, use, and modify the physical environment of Michigan.

CIVICS AND GOVERNMENT

C1 Purposes of Government

Explain why people create governments.

3 – C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).

C2 Values and Principles of American Government

Understand values and principles of American constitutional democracy.

3 – C2.0.1 Describe how Michigan state government reflects the principle of representative government.

C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions to serve citizens.

- 3 C3.0.1 Distinguish between the roles of state and local government.
- 3 C3.0.2 Identify services provided by the state government and describe how they are funded.
- 3 C3.0.3 Identify the three branches of state government in Michigan and the powers of each.
- 3 C3.0.4 Explain how state courts function to resolve conflict.
- 3 C3.0.5 Describe the purpose of the Michigan Constitution.

C5 Roles of the Citizen in American Democracy

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.

3 – C5.0.1 Identify and explain the rights and responsibilities of citizenship.

ECONOMICS

E1 Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

- 3 E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.
- 3 E1.0.2 Identify incentives (*e.g.*, *sales*, *coupons*) that influence economic decisions people make in Michigan.
- 3 E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, furniture making, and tourism).
- 3 E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.
- 3 E1.0.5 Explain the role of business development in Michigan's economic future.

E2 National Economy

Use fundamental principles and concepts of economics to understand economic activity in the United States.

3 – E2.0.1 Using a Michigan example, explain how specialization leads to increased interdependence (e.g., cherries grown in Michigan area sold in Florida; oranges grown in Florida area sold in Michigan).

E3 International Economy

Use fundamental principles and concepts of economics to understand economic activity in the global economy.

3 – E3.0.1 Identify products produced in other countries and consumed by people in Michigan.

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

P3.1 Identifying and Analyzing Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- 3 P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.
- 3 P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.
- 3 P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

3 – P3.3.1 Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.

P4.2 Citizen Involvement

Act constructively to further the public good.

- 3 P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
- 3 P4.2.2 Participate in projects to help or inform others.

HISTORY

4 - H3.0.7

H3 History of Michigan (Beyond Statehood)

Use historical thinking to understand the past.

4 – H3.0.1	Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C, E)
4 – H3.0.2	Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)
4 – H3.0.3	Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and the United States. (G, C, E)
4 – H3.0.4	Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. (G, E)
4 – H3.0.5	Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)
4 – H3.0.6	Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (G, E)

in the past and continues to work today to protect its natural resources. (G, C, E)

Describe past and current threats to Michigan's natural resources; describe how Michigan worked



GEOGRAPHY

G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

- 4 G1.0.1 Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? Why is it there? How is it connected to other places?).
- 4 G1.0.2 Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).
- 4 G1.0.3 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.
- 4 G1.0.4 Use maps to describe elevation, climate, and patterns of population density in the United States.
- 4 G1.0.5 Use hemispheres, continents, oceans and major lines of latitude to describe the relative location of the United States on a world map.

G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

- 4 G2.0.1 Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).
- 4 G2.0.2 Locate and describe human and physical characteristics of major United States regions and compare them to the Great Lakes Region.

G4 Human Systems

Understand how human activities help shape the Earth's surface.

- 4 G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)
- 4 G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). (H)
- 4 G4.0.3 Describe some of the movements of resources, goods, people, jobs and information to, from, or within the United States, and explain the reasons for the movements.

G5 Environment and Society

Understand the effects of human-environment interactions.

4 – G5.0.1 Assess the causes and positive and negative consequences of human activities in different parts of the country (e.g., agriculture, forestry, urban, and suburban development).

CIVICS AND GOVERNMENT

C1 Purposes of Government

Explain why people create governments.

- 4 C1.0.1 Identify questions that political scientists ask (e.g., What does government do? What are the basic values and principles of American democracy? What are the roles of the citizen in American democracy?)
- 4 C1.0.2 Describe the purposes of government as identified in the Preamble of the Constitution.

C2 Values and Principles of American Democracy

Understand values and principles of American constitutional democracy.

- 4 C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.
- 4 C2.0.2 Describe how rights guaranteed by the Constitution and the Bill of Rights, and Core Democratic Values, are involved in everyday situations.

C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions to serve citizens.

- 4 C3.0.1 Give examples of ways the Constitution limits the powers of the federal government.
- 4 C3.0.2 Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license).
- 4 C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).
- 4 C3.0.4 Describe how the powers of the federal government are separated among the branches.
- 4 C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government.
- 4 C3.0.6 Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).
- 4 C3.0.7 Explain how the federal government uses taxing and spending to serve the purposes of government.

C5 Roles of the Citizen in American Democracy

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.

- 4 C5.0.1 Explain responsibilities of citizenship.
- 4 C5.0.2 Explain the rights of citizenship, why rights have limits, and the relationship between rights and responsibilities.
- 4 C5.0.3 Describe ways citizens can work together to promote the values and principles of American democracy.

ECONOMICS

E1 Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

- 4 E1.0.1 Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? Who gets what is produced?)
 4 E1.0.2 Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).
 4 E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.
 4 E1.0.4 Explain how price affects decisions about purchasing goods and services (substitute goods).
 4 E1.0.5 Explain how specialization and division of labor increase productivity (e.g., assembly line). (H)
 4 E1.0.6 Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).
- 4 E1.0.7 Describe the exchange of goods and services and the role of money (circular flow model).
- 4 E1.0.8 Explain why public goods (e.g., national monuments, interstate highways, public libraries, public parks) are not privately owned. (H)

E2 National Economy

Use fundamental principles and concepts of economics to understand economic activity in the United States.

4 – E2.0.1 Explain how changes in the United States economy impact levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes competition).(H)

E3 International Economy

Use fundamental principles and concepts of economics to understand economic activity in the global economy.

4 – E3.0.1 Describe how global competition affects the national economy (e.g., offshoring of jobs, increased supply of consumer goods, opening new markets, quality controls).

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- 4 P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.
- 4 P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.
- 4 P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

4 – P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

P4.2 Citizen Involvement

Act constructively to further the public good.

- 4 P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
- 4 P4.2.2 Participate in projects to help or inform others.



UNDERSTANDING THE ORGANIZATIONAL STRUCTURE

The **Grade Level Content Expectations for Grades 5-8 Social Studies** are organized by discipline and standard. The expectations emphasize the national geography and history standards, incorporate civics and economics standards, and build the general social studies knowledge, processes, and skills that form the foundation for high school social studies instruction. The structure is shown below.

Grades 5-8 Social Studies Organizational Chart				
GRADE 5 Integrated U.S. History	GRADE 6 World Geography	GRADE 7 World History and Geography	GRADE 8 Integrated U.S. History	
Disciplinary Knowledge	Disciplinary Knowledge	Disciplinary Knowledge	Disciplinary Knowledge	
Historical and Geographical Knowledge and Perspective Historical and Geographical Analysis and Interpretation	Geographical and Historical Knowledge and Perspective Geographical and Historical Analysis and Interpretation	Geographical and Historical Knowledge and Perspective Geographical and Historical Analysis and Interpretation	Historical and Geographical Knowledge and Perspective Historical and Geographical Analysis and Interpretation	
Grade Level Focus	Grade Level Focus	Grade Level Focus	Grade Level Focus	
Thematic Analysis of U.S. History Eras 1-3 U1 USHG Era 1 Beginnings to 1620 U2 USHG Era 2 Colonization and Settlement 1585-1763 U3 USHG Era 3 Revolution and the New Nation 1754-1800 EMBEDDED IN CONTEXT OF HISTORY G Geographic Perspective • The World in Spatial Terms • Places and Regions • Physical Systems • Human Systems • Environment and Society C Civic Perspective • Purposes of Government • Role and Functions of Government • Values and Principles of American Democracy • Role of the Citizen in American Democracy E Economic Perspective • Individual, Business, and Government Choices • Economic Systems P Public Discourse, Decision Making, and Citizen Involvement	GEOGRAPHY G1 The World in Spatial Terms G2 Places and Regions G3 Physical Systems G4 Human Systems G5 Environment and Society G6 Global Issues Past and Present CIVICS AND GOVERNMENT C1 Purposes of Government C3 Structure and Functions of Government C4 Relationship of the United States to Other Nations and World Affairs ECONOMICS E1 The Market Economy E2 The National Economy PUBLIC DISCOURSE AND DECISION MAKING	HISTORY H1 The World in Temporal Terms W1 WHG Era 1 The Beginnings of Human Society W2 WHG Era 2 Early Civilizations and the Emergence of Pastoral Peoples W3 WHG Era 3 Classical Traditions, World Religions, and Major Empires W4 WHG Era 4 Interactions Across Time and Space CIVICS AND GOVERNMENT C1 Purposes of Government C3 Structure and Functions of Government C4 Relationship of the United States to Other Nations and World Affairs EMBEDDED IN CONTEXT OF HISTORY GEOGRAPHY G1 The World in Spatial Terms G2 Places and Regions G3 Physical Systems G4 Human Systems G5 Environment and Society G6 Global Issues Past and Present ECONOMICS E1 The Market Economy E2 The National Economy FUBLIC DISCOURSE AND DECISION MAKING	Thematic Analysis of U.S. History Eras 3-5 U3 USHG Era 3 Revolution and the New Nation 1754-1800 U4 USHG Era 4 Expansion and Reform 1792-1861 U5 USHG Era 5 Civil War and Reconstruction 1850-1877 EMBEDDED IN CONTEXT OF HISTORY G Geographic Perspective • The World in Spatial Terms • Places and Regions • Human Systems • Environment and Society C Civic Perspective • Conceptual Foundations • Role and Functions of Government • Values and Principles of American Democracy • Role of the Citizen in American Democracy E Economic Perspective • Individual, Business, and Government Choices • Competitive Markets • Prices, Supply, and Demand • Role of Government • Economic Interdependence P Public Discourse, Decision Making, and Citizen Involvement	

Social Studies Process and Skills: Grades 5-8

P1 Reading and Communication - read and communicate effectively.

- P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps and texts.
- P1.2 Interpret primary and secondary source documents for point of view, context, bias and frame of reference or perspective.
- P1.3 Express social science ideas clearly in written, spoken and graphic forms including tables, line graphs, bar graphs, pie charts, maps, and images.
- **P1.4** Present an argument supported with evidence?

P2 Inquiry, Research, and Analysis

- **P2.1** Use compelling and supporting questions to investigate social scientific problems.
- **P2.2** Evaluate data presented in social science tables, graphs, graphics, maps and texts.
- P2.3 Know how to find, organize, interpret information from a variety of sources.
- **P2.4** Use resources in multiple forms and from multiple perspectives to analyze issues.

P3 Public Discourse and Decision Making

- P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue and generate and evaluate possible alternative resolutions.
- P3.2 Discuss public policy issues, clarifying position, considering opposing views and applying core democratic values or constitutional principles to develop and refine claims.
- P3.3 Construct arguments expressing and justifying decisions on public policy issues supported with evidence.

P4 Citizen Involvement

- **P4.1** Act out of the rule of law and hold others to the same standard.
- P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.
- P4.3 Plan, conduct and evaluate the effectiveness of activities intended to advance views on matters of public policy.

INTEGRATED* UNITED STATES HISTORY ORGANIZED BY ERA

USHG ERA 1 – Beginnings to 1620

- 1.1 American Indian Life in the Americas¹
- 1.2 European Exploration
- 1.3 African Life Before the 16th Century
- 1.4 Three World Interactions

USHG ERA 2 – Colonization and Settlement (1585-1763)

- 2.1 European Struggle for Control of North America
- 2.2 European Slave Trade and Slavery in Colonial America
- 2.3 Life in Colonial America

USHG ERA 3 – Revolution and the New Nation (1754-1800)

- 3.1 Causes of the American Revolution
- 3.2 The American Revolution and its Consequences
- 3.3 Creating New Governments and a New Constitution

¹Note: U.S. historians, history books, history standards, and the peoples themselves have used, at one time or another, "Native American" and "American Indian," while Canadian history uses "First Peoples" to refer to inhabitants of North America prior to European exploration, conquest, and settlement. While we are using American Indians throughout the content expectations, students should be familiar with the different names and specific tribal identities as they will likely encounter variations over the course of their studies.

*Geography, Civics and Government, and Economics are integrated into the historical context.



U1 USHG ERA 1 – BEGINNINGS TO 1620

U1.1 American Indian Life in the Americas

Describe the life of peoples living in North America before European exploration.

- 5 U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland). (G)
- 5 U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. (G)
- 5 U1.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. (G, C, E)

U1.2 European Exploration

Identify the causes and consequences of European exploration and colonization.

- 5 U1.2.1 Explain the technological (*e.g.*, *invention of the astrolabe and improved maps*), and political developments, (*e.g.*, *rise of nation-states*), that made sea exploration possible. (G, C)
- 5 U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious). (G, C, E)

U1.3 African Life Before the 16th Century

Describe the lives of peoples living in western Africa prior to the 16th century.

- 5 U1.3.1 Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa). (G)
- 5 U1.3.2 Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade. (G, E, C)

U1.4 Three World Interactions

Describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century.

- 5 U1.4.1 Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. (G)
- 5 U1.4.2 Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. (G, C, E)
- 5 U1.4.3 Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. (G, C, E)
- 5 U1.4.4 Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. (G, E)

U2 USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763)

U2.1 European Struggle for Control of North America

Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.

- 5 U2.1.1 Describe significant developments in the Southern colonies, including
 - patterns of settlement and control including the impact of geography (landforms and climate) on settlement (G)
 - establishment of Jamestown (G)
 - development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) (G, E)
 - relationships with American Indians (e.g., Powhatan)
 - development of colonial representative assemblies (House of Burgesses) (C)
 - development of slavery
- 5 U2.1.2 Describe significant developments in the New England colonies, including
 - patterns of settlement and control including the impact of geography (landforms and climate) on settlement (*G*)
 - relations with American Indians (e.g., Pequot/King Phillip's War)
 - growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies (*G*, *E*)
 - the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government (*C*)
 - religious tensions in Massachusetts that led to the establishment of other colonies in New England (C, E)
- 5 U2.1.3 Describe significant developments in the Middle Colonies, including
 - patterns of settlement and control including the impact of geography (landforms and climate) on settlement (*G*)
 - the growth of Middle Colonies' economies (*E*)
 - The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies
 - immigration patterns leading to ethnic diversity in the Middle Colonies (G, C, E)
- 5 U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (*G*)

U2.2 European Slave Trade and Slavery in Colonial America

Analyze the development of the slave system in the Americas and its impact upon the life of Africans.

- 5 U2.2.1 Describe Triangular Trade including
 - the trade routes (E, G)
 - the people and goods that were traded (E)
 - the Middle Passage
 - its impact on life in Africa. (*G*)
- 5 U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies.
- 5 U2.2.3 Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture. (G)

U2.3 Life in Colonial America

Distinguish among and explain the reasons for regional differences in colonial America.

- 5 U2.3.1 Locate the New England, Middle, and Southern colonies on a map. (*G*)
- 5 U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies.
- 5 U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians).
- 5 U2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)
- 5 U2.3.5 Make generalizations about the reasons for regional differences in colonial America. (*G*)

U3 USHG ERA 3 REVOLUTION AND THE NEW NATION (1754 - 1800)

U3.1 Causes of the American Revolution

Identify the major political, economic, and ideological reasons for the American Revolution.

- 5 U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (C, E)
- 5 U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre. (C)
- 5 U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government). (C)
- 5 U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)
- 5 U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)
- 5 U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.
- 5 U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)
- 5 U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

U3.2 The American Revolution and Its Consequences

Explain the multi-faceted nature of the American Revolution and its consequences.

- 5 U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (*G*, *E*)
- 5 U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.
- 5 U3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.
- 5 U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (*G*, *C*)

U3.3 Creating New Government(s) and a New Constitution

Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.

- 5 U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation. (C)
 5 U3.3.2 Give examples of problems the country faced under the Articles of Confederation (e.g., lack of
- 5 U3.3.2 Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (C)
- 5 U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. (C)
- 5 U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). (*C*)
- 5 U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)
- 5 U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (*e.g.*, *enumerated and reserved powers*). (C)
- 5 U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C)
- 5 U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- 5 P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.
- 5 P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.
- 5 P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

5 – P3.3.1 Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.

P4.2 Citizen Involvement

Act constructively to further the public good.

- 5 P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
- 5 P4.2.2 Participate in projects to help or inform others.

Sixth grade students will explore the tools and mental constructs used by geographers as they study contemporary world geography. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students will conduct an investigation of a global issue. Using knowledge, research, and inquiry, they will analyze an issue and propose a plan for the future, including a persuasive essay.

GEOGRAPHY

- G1 The World in Spatial Terms: Geographical Habits of Mind (Foundational for Grade 7)
 - 1.1 Spatial Thinking
 - 1.2 Geographical Inquiry and Analysis
 - 1.3 Geographical Understanding
- G2 Places and Regions
 - 2.1 Physical Characteristics of Place
 - 2.2 Human Characteristics of Place
- G3 Physical Systems
 - 3.1 Physical Processes
 - 3.2 Ecosystems
- G4 Human Systems
 - 4.1 Cultural Mosaic
 - 4.2 Technology Patterns and Networks
 - 4.3 Patterns of Human Settlement
 - 4.4 Forces of Cooperation and Conflict
- G5 Environment and Society
 - 5.1 Humans and the Environment
 - 5.2 Physical and Human Systems
- G6 Global Issues
 - 6.1 Global Topic Investigation and Issue Analysis

CIVICS AND GOVERNMENT

- C1 Purposes of Government
 - 1.1 Nature of Civic Life, Politics, and Government
- C3 Structure and Functions of Government
 - 3.6 Characteristics of Nation-States
- C4 Relationship of United States to Other Nations and World Affairs
 - 4.3 Conflict and Cooperation Between and Among Nations

ECONOMICS

- E1 The Market Economy
 - 1.1 Individual, Business, and Government Choices
- E2 The National Economy
 - 2.3 Role of Government
- E3 International Economy
 - 3.1 Economic Systems
 - 3.3 Economic Interdependence

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT

6TH GRADE WORLD GEOGRAPHY

GEOGRAPHY

G1 THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND

Describe relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing information to explain the patterns and relationships among people, their cultures, and the natural environment. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information.

G1.1 Spatial Thinking

Use maps and other geographic tools to acquire and process information from a spatial perspective.

World and regional maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to present information so that it can be compared, contrasted, and examined to answer the questions "Where is something located?" and "Why is it located there?" and "What effect does this location have?"

- 6 G1.1.1 Use maps, globes, and web based geography technology to investigate the world at global, interregional, regional, and local scales.
- 6 G1.1.2 Draw a sketch map or add information to an outline map of the world or a world region.

G1.2 Geographical Inquiry and Analysis

Use skills of geographic inquiry and analysis to answer important questions about relationships between people, their cultures, and their environment, in their community and within the larger world context.

Students use information to make reasoned judgments based on the authenticity of the information, their skill at critically analyzing the information, and presenting the results.

- 6 G1.2.1 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.
- 6 G1.2.2 Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers.
- 6 G1.2.3 Use, interpret and create maps and graphs representing population characteristics, natural features, and land-use of the region under study.
- 6 G1.2.4 Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.
- 6 G1.2.5 Locate and use information from Geographic Information Systems (GIS) and satellite remote sensing to answer geographic questions.
- 6 G1.2.6 Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population.

G1.3 Geographical Understanding

Use geographic themes, knowledge about processes and concepts to study the Earth.

The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables student to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.

- 6 G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 6 G1.3.2 Use maps of physical features, land-use, and transportation to generalize about the reasons for the distribution of population.
- 6 G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

G2 PLACES AND REGIONS

Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.

G2.1 Physical Characteristics of Place

Describe the physical characteristics of places.

- 6 G2.1.1 Locate and describe the landforms, ecosystems, and the climate of the region under study.
- 6 G2.1.2 Describe the basic patterns and processes of plate tectonics (e.g., plates, plate boundaries, uplift, earthquakes, volcanos and the ring of fire).
- 6 G2.1.3 Describe the characteristics of major world climates (e.g., tropical wet and wet dry, arid and semiarid, sub-tropical, continental, and arctic), and ecosystems (e.g., tropical forest, savanna, grassland, desert, temperate forests, tundra, oceans and ice caps).

G2.2 Human Characteristics of Place

Describe the human characteristics of places.

- 6 G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 6 G2.2.2 Explain how communities are affected positively or negatively by changes in technology.
- 6 G2.2.3 Explain how culture and experience influence people's perception of places and regions.
- 6 G2.2.4 Create population pyramids for different regions and interpret the graph discussing birth and death rate, growth rate, and age structure.

G3 PHYSICAL SYSTEMS

Describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.

G3.1 Physical Processes

Describe the physical processes that shape the patterns of the Earth's surface.

- 6 G3.1.1 Construct, interpret, and compare climate graphs at different latitudes and locations.
- 6 G3.1.2 Explain the factors which cause different types of climates (e.g., latitude, elevation, marine and continental locations, and rain shadow effect).

G3.2 Ecosystems

Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.

- 6 G3.2.1 Locate major ecosystems and explain how and why they are similar or different as a consequence of latitude, elevation, landforms, location, and human factors.
- 6 G3.2.2 Identify major ecosystems of the region under study and explain why some provide greater opportunities (fertile soil, length of growing season, precipitation) for humans and how landuse changes with technology.

G4 HUMAN SYSTEMS

Explain that human activities may be seen on Earth's surface.

Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.

G4.1 Cultural Mosaic

Describe the characteristics, distribution and complexity of Earth's cultural mosaic.

- 6 G4.1.1 Define culture and describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and consequences.
- 6 G4.1.2 Compare the roles of men and women in different societies.
- 6 G4.1.3 Describe cultures of the region being studied including the major languages and religions.
- 6 G4.1.4 Explain how cultural patterns influence environments and the daily lives of people.

G4.2 Technology Patterns and Networks

Describe how technology creates patterns and networks that connect people, products, and ideas.

6 – G4.2.1 Identify and describe the advantages, disadvantages and impact of different technologies used to move people, products, and ideas throughout the world.

G4.3 Patterns of Human Settlement

Describe patterns, processes, and functions of human settlement.

- 6 G4.3.1 Explain how people have modified the environment and used technology to make places more suitable for humans.
- 6 G4.3.2 Describe patterns of settlement and explain why people settle where they do (e.g., coastal and river towns in the past and present, location of megacities).
- 6 G4.3.3 Explain the patterns, causes, and consequences of major human migrations.

G4.4 Forces of Cooperation and Conflict

Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.

- 6 G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (e.g., control/use of natural resources, power, wealth, and cultural diversity).
- 6 G4.4.2 Evaluate from different perspectives, examples of cooperation and conflict within the region under study.

G5 ENVIRONMENT AND SOCIETY

Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.

G5.1 Humans and the Environment

Describe how human actions modify the environment.

- 6 G5.1.1 Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, level of consumption, and technology.
- 6 G5.1.2 Explain how different technologies can have positive and negative impacts on the environment.
- 6 G5.1.3 Identify ways in which human-induced changes in the physical environment in one place can cause changes in other places.

G5.2 Physical and Human Systems

Describe how physical and human systems shape patterns on the Earth's surface.

- 6– G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change.
- 6– G5.2.2 Describe how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.

G6 GLOBAL ISSUES (G1.2.1)

G6.1 Global Topic Investigation and Issue Analysis (P2)

6 – G6.1.1 **Contemporary Investigations** - Investigate a contemporary global issue by applying the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) and, when practical, develop a plan for action.

Contemporary Investigation Topics

Global Climate Change – Investigate the impact of global climate change and describe the significance for human/environment relationships.

Globalization – Investigate the significance of globalization and describe its impact on international economic and political relationships.

Migration – Investigate issues arising from international movement of people and the economic, political, and cultural consequences.

Human-Environmental Interactions – Investigate how policies from the past and their implementation have had positive or negative consequences for the environment in the future.

Natural Disasters – Investigate the significance of natural disasters and describe the effects on human and physical systems, and the economy, and the responsibilities of government.

CIVICS AND GOVERNMENT

C1 PURPOSES OF GOVERNMENT

Analyze how people identify, organize, and accomplish the purposes of government.

C1.1 Nature of Civic Life, Politics, and Government

Describe civic life, politics, and government and explain their relationships.

- 6 C1.1.1 Compare and contrast competing ideas about the purposes of government in different countries.
- 6 C1.1.2 Examine what it means to be a citizen in different countries.

C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT

Explain that governments are structured to serve the people. Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

C3.6 Characteristics of Nation-States

Describe the characteristics of nation-states and how they may interact.

- 6 C3.6.1 Define the characteristics of modern nation-states.
- 6 C3.6.2 Compare and contrast various forms of government (e.g., democracy, parliamentary, dictatorships, oligarchies, theocracies) around the world.

C4 RELATIONSHIP OF UNITED STATES TO OTHER NATIONS AND WORLD AFFAIRS

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.

C4.3 Conflict and Cooperation Between and Among Nations

Explain the various ways that nations interact both positively and negatively.

- 6 C4.3.1 Explain how governments address national and international issues and form policies and how the policies may not be consistent with those of other countries.
- 6 C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).
- 6 C4.3.3 Analyze the impact of treaties, agreements, and international organizations on global issues.

ECONOMICS

E1 THE MARKET ECONOMY

Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.

Individual, Business, and Government Choices E1.1

Describe how individuals, businesses and government make economic decisions when confronting scarcity in the market economy.

6 - E1.1.1 Explain how incentives in different economic systems can change the decision-making process (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).

E2 THE NATIONAL ECONOMY

Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.

Role of Government E2.3

Describe how national governments make decisions that affect the national economy.

Describe the impact of governmental policy (e.g., sanctions, tariffs, treaties) on that country and 6 - E2.3.1on other countries that use its resources.

E3 INTERNATIONAL ECONOMY

Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

Economic Interdependence E3.1

Describe patterns and networks of economic interdependence, including trade.

- 6 E3.1.1 Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence.
- 6 E3.1.2 Use the circular flow of economic activity to diagram or map the flow of materials, labor, and capital into a manufactured consumer good sold in the marketplace.
- Explain how communication innovations have affected economic interactions and where and how 6 – E3.1.3 people work (e.g., internet-based home offices, international work teams, international companies).

E3.3 Economic Systems

Describe how societies organize to allocate resources to produce and distribute goods and services.

- 6 E3.3.1 Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced?
- Explain the economic and ecological costs and benefits of different kinds of energy production (e.g., oil, 6 - E3.3.2coal, natural gas, nuclear, biomass, solar, and wind).

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement

- 6 P3.1.1 Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives and generate and evaluate alternative resolutions.
 - Identify public policy issues related to global topics and issues studied.
 - Use inquiry methods to acquire content knowledge and appropriate data about the issue.
 - Identify the causes and consequences and analyze the impact, both positive and negative.
 - Share and discuss findings of research and issue analysis in group discussions and debates.
 - Compose a persuasive essay justifying the position with a reasoned argument.
 - Develop an action plan to address or inform others about the issue at the local to global scales.

P4.2 Citizen Involvement

Act constructively to further the public good.

- 6 P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.
- 6 P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.
- 6 P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).



World History and Geography

Grade Seven

Seventh grade students will review the tools and mental constructs used by historians and geographers. They will develop an understanding of Ancient World History, Eras 1-4. Geography, civics/government, and economics content is integrated throughout the year. As a capstone, the students will conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they will analyze the issue and propose a plan for the future. As part of the inquiry, they compose civic, persuasive essays using reasoned argument.

HISTORY

- H1 The World in Temporal Terms: Historical Habits of Mind
 - 1.1 Temporal Thinking
 - 1.2 Historical Inquiry and Analysis
 - 1.4 Historical Understanding
- W1 WHG Era 1 The Beginnings of Human Society
 - 1.1 Peopling of the Earth
 - 1.2 Agricultural Revolution
- W2 WHG Era 2 Early Civilizations and Cultures and the Emergence of Pastoral Peoples
 - 2.1 Early Civilizations and Early Pastoral Societies
- W3 WHG Era 3 Classical Traditions, World Religions, and Major Empires
 - 3.1 Classical Traditions in Regions of the Eastern Hemisphere
 - 3.2 Growth and Development of World Religions
- W4 WHG Era 4 Expanding and Intensified Hemispheric Interactions
 - 4.1 Crisis in the Classical World, World Religions, Trade Networks and Contacts
 - 4.2 Growth of Islam and Dar-al-Islam, Unification of Eurasia under the Mongols, The Plague

GEOGRAPHY

- G1 The World in Spatial Terms: Geographical Habits of Mind (Foundational Expectations Addressed in Grade 6)
 - 1.2 Geographical Inquiry and Analysis
- G6 Global Issues Past and Present
 - 6.1 Global Topic Investigation and Issue Analysis

CIVICS AND GOVERNMENT

- C1 Purposes of Government
 - 1.1 Nature of Civic Life, Politics, and Government
- C3 Structure and Functions of Government
 - 3.6 Characteristics of Nation-States
- C4 Relationship of United States to Other Nations and World Affairs
 - 4.3 Conflict and Cooperation Between and Among Nations

ECONOMICS

- E1 The Market Economy
 - 1.1 Individual, Business, and Government Choices
- E2 The National Economy
 - 2.3 Role of Government
- E3 International Economy
 - 3.1 Economic Systems
 - 3.3 Economic Interdependence

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT

HISTORY

H1 THE WORLD IN TEMPORAL TERMS: HISTORICAL HABITS OF MIND

Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

H1.1 Temporal Thinking

Use historical conceptual devices to organize and study the past.

Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun-and-moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world's population and have lasting significance for future generations and to explain change and continuity.

7 – H1.1.1 Compare and contrast several different calendar systems used in the past and present and their cultural significance.

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the world.

- 7 H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- 7 H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
- 7 H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- 7 H1.2.4 Compare and evaluate differing historical perspectives based on evidence.
- 7 H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.
- 7 H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.

H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.

- 7 H1.4.1 Describe and use cultural institutions to study an era and a region (e.g., political, economic, religion/ belief, science/technology, written language, education, family).
- 7 H1.4.2 Describe and use themes of history to study patterns of change and continuity.
- 7 H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

W1 WHG ERA 1 – THE BEGINNINGS OF HUMAN SOCIETY: BEGINNINGS TO 4000 B.C.E./B.C.

Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

W1.1 Peopling of the Earth

Describe the spread of people during Era 1.

In the first era of human history, people spread throughout the world. As communities of hunters, foragers, or fishers, they adapted creatively and continually to a variety of contrasting, changing environments.

- 7 W1.1.1 Explain how and when human communities populated major regions of the world and adapted to a variety of environments. (G)
- 7 W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic societies.

W1.2 Agricultural Revolution

Describe the Agricultural Revolution and explain why it was a turning point in history.

The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement.

- 7 W1.2.1 Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).
- 7 W1.2.2 Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season). (G)
- 7 W1.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). (G)
- 7 W1.2.4 Compare and contrast the environmental, economic, and social institutions of two early civilizations (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). (G, C, E)

Grade Seven

W2 WHG ERA 2 – EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000 TO 1000 B.C.E./B.C.

Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.

W2.1 Early Civilizations and Major Empires

Analyze early Eastern Hemisphere civilizations and pastoral societies.

During this era early civilizations and pastoral societies emerged. Many of the world's most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed the herding of animals as a primary food source that enabled them to inhabit the semi-arid steppes of Eurasia and Africa. This era introduces students to one of the most enduring themes in history: the dynamic interplay, between herding and agrarian societies involving both conflict and mutual dependence.

- 7 W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture
 - verbal vocalizations
 - standardization of physical (rock, bird) and abstract (love, fear) words
 - pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)
- 7 W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns). (G)
- 7 W2.1.3 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River). (G, C, E)
- 7 W2.1.4 Examine early civilizations to describe their common features (e.g., ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).
- 7 W2.1.5 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).
- 7 W2.1.6 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.



W3 WHG ERA 3 – CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 1000 B.C.E./B.C. TO 300 C.E./A.D.

Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires.

During this era, innovations and social, political, and economic changes occurred through emergence of classical civilizations in Africa and Eurasia. Africa and Eurasia moved in the direction of forming a single world of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Six of the world's major faiths and ethical systems emerged and classical civilizations established institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

W3.1 Classical Traditions

Analyze classical civilizations and empires and their lasting impact.

- 7 W3.1.1 Describe the characteristics that classical civilizations share (e.g., institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).
- 7 W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires. (G)
- 7– W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire. (C)
- 7 W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions. (C)
- 7 W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations. (G)
- 7 W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era. (G)
- 7 W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks). (G, E)
- 7 W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire). (C)
- 7 W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.
- 7 W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.
- 7 W3.1.11 Explain the role of economics in shaping the development of classical civilizations and empires (e.g., trade routes and their significance, supply and demand for products). (E)

3.2 Growth and Development of World Religions

Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their significance. (Islam is included here even though it came after 300 C.E./A.D.)

Six of the world's major faiths and ethical systems emerged establishing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

- 7 W3.2.1 Identify and describe the beliefs of the six major world religions.
- 7 W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D. (G)

4 WHG ERA 4 – EXPANDING AND INTENSIFIED HEMISPHERIC INTERACTIONS, 300 TO 00 C.E./A.D.

4.1 Cross-temporal or Global Expectations

Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some empires.

- 7 W4.1.1 **Crisis in the Classical World** -- Analyze the environmental, economic and political crisis in the classical world that led to the collapse of classical empires and the consolidation of Byzantium. (C. G, E)
- 7 W4.1.2 **World Religions** -- Using historical documents and historical and current maps, analyze the spread and interactions of major world religions from 300-1500 C.E. (G)
- 7 W4.1.3 **Trade Networks and Contacts** Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including
 - land-based routes across the Sahara, Eurasia and Europe
 - water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas (G)

4.2 Interregional or Comparative Expectations

Analyze and compare important hemispheric interactions and cross-regional developments, including the growth and consequences of an interregional system of communication, trade, and culture exchange during an era of increasing regional power and religious expansion.

- 7 W4.2,1 **Growth of Islam and Dar al-Islam** [A country, territory, land, or abode where Muslim sovereignty prevails] Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including
 - The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society
 - diverse religious traditions of Islam Sunni, Shi'a/Shi'ite, Sufi (G)
 - role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia
 - the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity (G)
- 7 W4.2.2 **Unification of Eurasia under the Mongols** -- Using historical records and historical and modern maps, analyze and evaluate the unification of Eurasia under the Mongols.
- 7 W4.2.3 **The Plague** --Use historical and modern maps and other evidence to explain the causes and consequences of the Plague.

W4.3 Regional Expectations

Some regional expectations are included to set the stage for the emergence of the first global age and the Columbian Exchange.

- 7 W4.3.1 **Africa to 1500**-- Describe the diverse characteristics of early African societies by:
 - Comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai).
 - Using maps to explain the Bantu migration patterns and describe their contributions to agriculture, technology and language. (G)
- 7 W4.3.2 **The Americas to 1500** -- Describe the diverse characteristics of early civilizations in the Americas by comparing and contrasting American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples.
- 7 W4.3.3 **China to 1500** -- Identify major Chinese dynasties and describe ways they responded to internal and external challenges by investigating the Tang and Sung Dynasties, Mongol rule, and restoration of Chinese rule under the Ming.
- 7 W4.3.4 **Western Europe to 1500** -- Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including the role of the Roman Catholic Church, the growth of towns and cities, the Crusades, and the impact of the Renaissance.

(FOUNDATIONAL EXPECTATIONS ADDRESSED IN GRADE 6)

Study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment in a historical context.

G1.2 Geographical Inquiry and Analysis

Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the era under study.

- 7 G1.2.1 Explain why maps of the same place may vary as a result of new knowledge and/or advances in science and technology.
- 7 G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).
- 7 G4.4.2 Describe examples of cooperation and conflict within the era under study.

Grade Seven

G6 GLOBAL TOPIC INVESTIGATION AND ANALYSIS (P2)

Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as possible capstone projects within units and at the end of the course.

G6.1 Public Discourse, Decision Making, and Citizen Involvement (P3, P4)

7 – G6.1.1 **Investigations Designed for World History Eras 1-4** – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.

Contemporary Investigation Topics – Related to Content in World History and Contemporary Geography

WHG Era 1

Population Growth and Resources – Investigate how population growth affects resource availability. **Migration** – Investigate the significance of migrations of peoples and the resulting benefits and challenges.

WHG Era 2

Sustainable Agriculture – Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.

CIVICS AND GOVERNMENT

C1 PURPOSES OF GOVERNMENT

Analyze how people identify, organize, and accomplish the purposes of government.

C1.1 Nature of Civic Life, Politics, and Government

Describe civic life, politics and government and explain their relationships.

Political scientists analyze why people engage in the political process; the role citizens play in civic life; the concepts of power, authority, sovereignty, and legitimacy; and competing arguments about the purpose and necessity of government.

- 7 C1.1.1 Compare and contrast principles and competing ideas about the purposes of government in historical societies.
- 7 C1.1.2 Examine what it has meant to be a citizen in the era under study.

C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT

Explain that governments are structured to serve the people. Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

C3.6 Characteristics of Nation-States

Describe the characteristics of nation-states and how nation-states may interact.

The world is organized politically into nation-states; each nation-state claims sovereignty over a defined territory and jurisdiction and everyone in it; these nation-states interact with one another using formal agreements and sanctions, which may be peaceful or may involve the use of force.

- 7 C3.6.1 Define the characteristics and major activities of a nation-state in the eras under study.
- 7 C3.6.2 Compare and contrast various forms of government in the eras under study.

C4 RELATIONSHIP OF UNITED STATES TO OTHER NATIONS AND WORLD AFFAIRS

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force and threat of force.

C4.3 Conflict and Cooperation Between and Among Nations

Explain the various ways that nations interact both positively and negatively.

Governmental and nongovernmental organizations provide avenues through which nation-states can interact and attempt to manage their affairs and conflicts peacefully.

- 7 C4.3.1 Explain how governmental systems addressed issues and formed policies throughout history and how those policies may not be consistent with our views on similar issues today.
- 7 C4.3.2 Analyze the impact of laws and treaties on the maintenance of order in the eras under study.

ECONOMICS

E2 THE NATIONAL ECONOMY

Use economic concepts, terminology, and data to identify and describe how a national economy functions. They study the role of government as a provider of goods and services within a national economy.

E2.3 Role of Government

Describe how national governments make decisions that affect the national economy.

Governmental decisions on taxation, spending, protections, and regulation affect the national economy.

7 – E2.3.1 Explain how governments during the eras under study made decisions that impacted the economy of that society and other societies.

E3 INTERNATIONAL ECONOMY

Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

E3.1 Economic Interdependence

Describe patterns and networks of economic interdependence, including trade.

Economic interdependence (trade) and economic development result in challenges and benefits for individuals, producers, and governments.

7 – E3.1.1 Explain some of the economic, social and political factors influencing the movement of people among regions during the eras under study.

E3.3 Economic Systems

Describe how societies organize to allocate resources to produce and distribute goods and services.

An economic system is the institutional framework that a society uses to allocate its resources to produce and distribute goods and services.

7 – E3.3.1 Explain the economic and ecological costs and benefits of different kinds of energy used in the eras under study.

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement

- 7 P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
 - Identify public policy issues related to global topics and issues studied.
 - Clearly state the issue as a question of public policy orally or in written form.
 - Use inquiry methods to acquire content knowledge and appropriate data about the issue.
 - Identify the causes and consequences and analyze the impact, both positive and negative.
 - Share and discuss findings of research and issue analysis in group discussions and debates.
 - Compose a persuasive essay justifying the position with a reasoned argument.
 - Develop an action plan to address or inform others about the issue at the local to global scales.

P4.2 Citizen Involvement

Act constructively to further the public good.

- 7 P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.
- 7 P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.
- 7 P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).

Integrated United States History

Grade Eight

Eighth grade students continue their study of United States History from the writing of the Constitution through Reconstruction. Geographic, civics/government, and economics content is integrated within the historical context. Using significant content knowledge, research, and inquiry, the students analyze an issue and propose a plan for civic action. They develop reasoned arguments and write a persuasive civic essay addressing issues from the past within a historical context. Where appropriate, they make comparisons to relevant contemporary issues.

INTEGRATED UNITED STATES HISTORY, ORGANIZED BY ERA (USHG)

Foundational Issues in USHG Eras 1-3 (Review of Grade 5 Social Studies)

- Political and Intellectual Transformations
- Geographic, Economic, Social, and Demographic Trends in America

USHG ERA 3 - REVOLUTION AND THE NEW NATION (1754-1800s)

Creating New Government(s) and a New Constitution (introduced in Grade 5; begins Grade 8 expectations)

USHG ERA 4 – EXPANSION AND REFORM (1792-1861)

- Challenges to an Emerging Nation
- Regional and Economic Growth 4.2
- 4.3 Reform Movements

USHG ERA 5 – Civil War and Reconstruction (1850-1877)

- The Coming of Civil War
- 5.2 Civil War
- 5.3 Reconstruction
- Policy Issues in USHG Eras 3-5

¹Note: U.S. historians, history books, history standards, and the peoples themselves have used, at one time or another, "Native American" and "American Indian," while Canadian history uses "First Peoples" to refer to inhabitants of North America prior to European exploration, conquest, and settlement. While we are using American Indians throughout the content expectations, students should be familiar with the different names and specific tribal identities as they will likely encounter variations over the course of their studies.

*Geography, Civics and Government, and Economics are integrated into the historical context.



FOUNDATIONS IN UNITED STATES HISTORY AND GEOGRAPHY ERAS 1-3

These foundational expectations are included to help students draw upon their previous study of American history and connect 8th grade United States history with the history studied in 5th grade.

To set the stage for the study of U.S. history that begins with the creation of the U.S. Constitution, students should be able to draw upon an understanding of these politics and intellectual understandings.

F1 POLITICAL AND INTELLECTUAL TRANSFORMATIONS

- F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing
 - colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2)
 - experiences with self-government (e.g., House of Burgesses and town meetings) (C2)
 - changing interactions with the royal government of Great Britain after the French and Indian War (C2)
- F1.2 Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing
 - colonists' views of government
 - their reasons for separating from Great Britain. (C2)
- F1.3 Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of
 - birth of an independent republican government (C2)
 - creation of Articles of Confederation (C2)
 - changing views on freedom and equality (C2)
 - and concerns over distribution of power within governments, between government and the governed,

Grade Eight

U3 USHG ERA 3 – REVOLUTION AND THE NEW NATION

U3.3 Creating New Government(s) and a New Constitution

Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing. [Foundations for Civics HSCE Standard 2.2.]

Note: Expectations U3.3.1–U3.3.5 address content that was introduced in Grade 5, but ask for explanation and analysis at a higher level than expected in Grade 5. They are included here to support in-depth discussion of the historical and philosophical origins of constitutional government in the United States. (U3.3.6)

- 8 U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation. (C2)
- 8 U3.3.2 Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (E1.4)
- 8 U3.3.3 Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.
- 8 U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.
- 8 U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2)
- 8 U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)
- 8 U3.3.7 Using important documents, describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)

U4 USHG ERA 4 - EXPANSION AND REFORM (1792-1861)

U4.1 Challenges to an Emerging Nation

Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.

- 8 U4.1.1 **Washington's Farewell** Use Washington's Farewell Address to analyze Washington's perspective on the most significant challenges the new nation faced (e.g., deciding if and when to get involved in foreign conflicts; the risks of political factions; establishing the limits of executive power) (C4)
- 8 U4.1.2 **Establishing America's Place in the World** Explain the changes in America's relationships with other nations by analyzing the origins, intents, and purposes of treaties such as those with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, Treaty of Ghent (1814), Transcontinental Treaty (1819), and the Monroe Doctrine. (C4)
- 8 U4.1.3 **Challenge of Political Conflict** Examine the origins and intentions of early American political parties, how they emerged, who participated, and what influenced their ideologies.
- 8 U4.1.4 **Establishing a National Judiciary and Its Power** Use Marbury v. Madison to explain the development of the power of the Supreme Court through the doctrine of judicial review.

U4.2 Regional and Economic Growth

Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.

- 8 U4.2.1 **Comparing Northeast and the South** Compare and contrast the social and economic systems of the Northeast, South, and Western Frontier (Kentucky, Ohio Valley, etc.) with respect to geography and climate and the development of
 - \bullet agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4)
 - industry, including entrepreneurial development of new industries, such as textiles (E1.1)
 - the labor force including labor incentives and changes in labor forces (E1.2)
 - transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3)
 - immigration and the growth of nativism
 - race relations
 - class relations
- 8 U4.2.2 **The Institution of Slavery** Explain the ideology of the institution of slavery, its policies, and consequences.
- 8 U4.2.3 **Westward Expansion** Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, and the idea of Manifest Destiny. (E2.1, G6)
- 8 U4.2.4 **Consequences of Expansion** Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2, G13)

U4.3 Reform Movements

Analyze the growth of antebellum American reform movements.

- 8 U4.3.1 Explain the origins of the American education system and Horace Mann's campaign for free compulsory public education. (C2)
- 8 U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement. (C2, G6)
- 8 U4.3.3 Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)
- 8 U4.3.4 Analyze the goals and effects of the antebellum temperance movement. (C2)
- 8 U4.3.5 Evaluate the role of religion in shaping antebellum reform movements. (C2)

USHG ERA 5 - CIVIL WAR AND RECONSTRUCTION (1850-1877)

U5.1 The Coming of the Civil War

Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.

- 8 U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)
- 8 U5.1.2 Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). (G12)
- 8 U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states. (C3)
- 8 U5.1.4 Describe how the following increased sectional tensions
 - the Missouri Compromise (1820)
 - the Wilmot Proviso (1846)
 - the Compromise of 1850 including the Fugitive Slave Act
 - the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas
 - the Dred Scott v. Sandford decision (1857)
 - changes in the party system (C2; C3)
- 8 U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)
- 8 U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. (C2, G13)

U5.2 Civil War

Evaluate the multiple causes, key events, and complex consequences of the Civil War.

- 8 U5.2.1 Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2, G6)
- 8 U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the
 - critical events and battles in the war
 - the political and military leadership of the North and South
 - the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4, G15)
- 8 U5.2.3 Examine Abraham Lincoln's presidency with respect to
 - his military and political leadership
 - the evolution of his emancipation policy (including the Emancipation Proclamation)
 - and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)
- 8 U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.
- 8 U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (G14)

Grade Eight

U5.3 Reconstruction

Using evidence, develop an argument regarding the character and consequences of Reconstruction.

- 8 U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.
- 8 U5.3.2 Describe the early responses to the end of the Civil War by describing the
 - policies of the Freedmen's Bureau (E2.2)
 - restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)
- 8 U5.3.3 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5, G10)
- 8 U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
- 8 U5.3.5 Explain the decision to remove Union troops in 1877 and describe its impact on Americans.

U5.4 Investigation Topics and Issue Analysis (P2)

Use the historical perspective to investigate a significant historical topic from United States History Eras 3-6 that also has significance as an issue or topic in the United States today.

8 – U5.4.1 **United States History Investigation Topic and Issue Analysis, Past and Present** – Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings; include causes and consequences of the historical action and predict possible consequences of the contemporary action. (G9, 10)

Examples of Investigation Topics and Questions (and examples from United States History)

Balance of Power – How has the nation addressed tensions between state and federal governmental power? (e.g., Articles of Confederation, U.S. Constitution, states' rights issues, secession, others)

Liberty vs. Security – How has the nation balanced liberty interests with security interests? (e.g., Alien and Sedition Acts, suspension of habeas corpus during the Civil War)

The Government and Social Change – How have governmental policies, the actions of reformers, and economic and demographic changes affected social change? (e.g., abolitionist movement, women's movement, Reconstruction policies)

Movement of People – How has the nation addressed the movement of people into and within the United States? (e.g., American Indians, immigrants)

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement

- 8 P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue.
 - Identify a national public policy issue.
 - Clearly state the issue as a question of public policy orally or in written form.
 - Use inquiry methods to trace the origins of the issue and to acquire data about the issue.
 - Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.
 - Identify and apply core democratic values or constitutional principles.
 - Share and discuss findings of research and issue analysis in group discussions and debates.
 - Compose a persuasive essay justifying the position with a reasoned argument.
 - Develop an action plan to address or inform others about the issue.

P4.2 Citizen Involvement

Act constructively to further the public good.

- 8 P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.
- 8 P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.
- 8 P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).



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